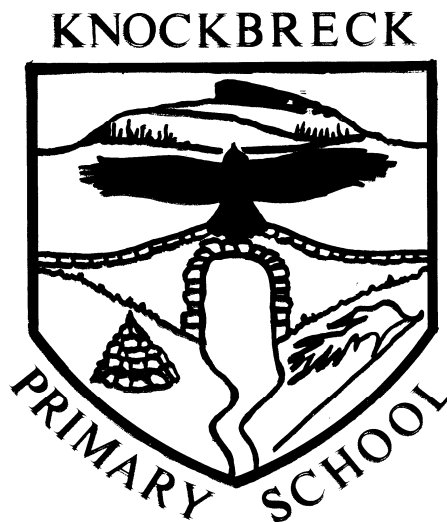




"Working together to inspire learning and achievement in Highland Communities"

Knockbreck Primary School
Improvement Plan
October 2008



Our Vision, Values and Aims

School Aims

- 1 We believe that our children should enjoy their educational opportunities in a secure learning environment, which promotes good health and well being, encourages creativity and ambition and allows each child to achieve their individual potential.
- 2 We aim to develop positive and caring attitudes towards self and others, in school, the local and national environment.
- 3 We aim to provide a well-balanced and broad curriculum, based on 3-18 guidelines, which will meet the needs of each child and support raised attainment.
- 4 We aim to provide learning experiences which take account of achievements and individual needs of all children as individual learners.
- 5 We aim to encourage parents to be actively involved in their children's learning, by developing links with all parents through PTA, Parent Council and Parent Forum as well as other agencies in the wider community.
- 6 We aim to provide a welcoming environment through fostering a sense of identity and pride in the school and its environment.
- 7 We aim to make all pupils, parents and staff feel welcome and valued as individuals by promoting an ethos of equal opportunities for all.
- 8 We aim to encourage and support all staff to engage in Continuing Professional Development by accessing staff training opportunities and operating as valued team members in the delivery of the National Priorities as well as local and authority led developments.

Reviewed by Mrs M Nicolson in consultation with pupils, parents and staff in May 2007. The aims will be reviewed again in 2009 as we work towards A Curriculum for Excellence.

Values and a Vision Statement will be created in consultation with pupils, parents and staff in 2009.

Date of last review of aims: **May 2007**

Aims developed by, and shared with, **pupils, staff and parents**

During the lifespan of this plan the school will consult pupils and involve them in the decision-making process in the following ways:

- **Through the Pupil Council**
- **Through whole school assemblies**
- **Class Discussion**
- **Surveys**
- **Suggestion Box**

and will involve parents:

- ❑ Through Parent Council meetings
- ❑ Through questionnaires
- ❑ Through newsletters

Identifying our priorities

School priorities for improvement

From our self-evaluation, we have identified the need to develop the following aspects to improve the learning experiences of all children and young people:

Project Title 1: Improving Learning and Teaching through Assessment is for Learning

Project Title 2: P7 to S1 Transition Project in Writing

Project Title 3: Eco Schools Status

Highland Council education improvement objectives

Our improvement plan must take account of the authority's annual objectives. We will take account of these as detailed below:

	No action	Maintenance	2008/9	2009/10	2010/11
Improvements in learning and teaching		✓	✓	✓	✓
Associated School Group planning for ACE developments in literacy			✓	✓	
Associated School Group planning for ACE developments in numeracy		✓	✓		
Associated School Group planning for ACE developments in health and well being					✓
Getting it right – working with partner agencies		✓	✓		
ECO school status (by 2011)			✓	✓	✓
Highland Council Gaelic Plan					✓
Race Equality in-school training			✓		

Taking action to ensure impact

Each improvement project will be evaluated and its impact incorporated into the school's profile and reported in the next Standards and Quality report.

Improvement project 1: Improving Learning and Teaching through Assessment is for Learning

Quality Indicators for evaluations:

- 5.2 Teaching for effective learning
- 5.3 Meeting learning needs

Outcomes for learners:

- Know what they need to do to improve and become successful
- Benefit from a high level of dialogue with the teacher and with fellow learners
- Have opportunities to take responsibility for aspects of their own learning and their relationships with others
- Enjoy their experiences and make progress in their skills as learners
- Improve the children's active learning opportunities

Actions and timescales:

Audit use of AifL in school	Beginning Oct 2008
Review the effectiveness of the AifL approaches used	Oct 2008 (INSET)
Outline AifL framework and suggest techniques for successful implementation	Oct 2008 (INSET)
Introduce aspects of AifL in stages with time scales for implementation involving learners	Nov 2008 to Mar 2009 (CPD sessions)
Continue to involve staff, pupils and parents on approaches to encourage learner participation	Mar 2009
Evaluate each stage after implementation	On-going
Parental involvement in the approaches the school is adopting together with the rationale behind them	Mar 2009
Review and improve approaches to Active Learning in Nursery, P1 and P2	May 2009
Review project in preparation for next year's plan	June 2009

Resources allocated:	
<ul style="list-style-type: none"> • Individual time for reflection • October INSET day and CAT sessions depending on need • Consultation time with parents • Preparation time for the development of new approaches • Time for peer observation and self-evaluation of approaches used 	

People responsible for actions:	
HT	Implement and monitor each aspect of AifL in turn Encourage and support staff, pupils and parents working together Maintain overview of project
Teaching Staff	Implement agreed approaches to improve AifL in class Implement agreed approaches to improve dialogue in class Arrange and undertake peer observations of lessons Track and predict individual pupils' attainment Participate in evaluations of Learning and Teaching
Support Staff	Implement agreed approaches to improve AifL in class Implement agreed approaches to improve dialogue in class
Parents	Provide feedback on children's learning, experiences, etc Participate in evaluations
Learners	Continue to improve own progress Participate in all aspects of AifL

Improvement project 2: P7 to S1 Transition Project in Writing (Portree High School Associated School Group)

<p>Quality Indicators for evaluations:</p> <ul style="list-style-type: none"> 1.1 Improvements in performance 2.1 Learners' experiences 5.1 The Curriculum 5.3 Meeting learning needs <p>Additional Quality Indicators:</p> <ul style="list-style-type: none"> 3.1 The engagement of staff in the life and work of the school 6.3 Planning for Improvement 8.1 Partnerships with the community, educational establishments, agencies and employers 9.4 Leadership of improvement and change

Outcomes for learners:

- Improved continuity and progression from P7 to S1, over the period of the project and beyond
- Improved quality of experiences in writing, in Gaelic and English (EM & GM) as appropriate and across the curriculum
- Improved approaches to evaluation and evidence base as the progress through levels
- Improved communication about learners' experiences across Primary, Secondary and the school community
- Raise attainment in writing for identified pupils, as agreed by individual schools within the ASG

Actions and timescales:	
High School received profiles and writing predictions of new S1 intake	June 2008
Writing group to be identified	By end Term 4 2008
Writing group to convene first meeting and draft transition procedures/activities/sub-groups	Mid September 2008
Writing Group to agree contents of transition document	October 2008
Writing group to prepare self evaluation audit for pupils	By mid October 2008
Writing group to set up a programme of visits by primary and secondary staff	Mid October 2008, Visits on-going
S1 pupils to self evaluate their Writing transition, including specific aspects relating to Gaelic Medium pupils' experience	End November 2008
Writing group to complete Writing transition document and guidance	By end of February 2009
Primary 7 staff and pupils to implement Writing transition document with agreed guidance notes	From Feb 2009, in place by Term 4 2009
Information leaflet to be shared with parents	Term 4 2009
P7 teachers to complete agreed documentation in relation to transition	June 2009
Writing group to do joint CAP session with primary and secondary staff to explain Transition process	August 2009
S1 group of pupils and staff to self evaluate their Writing transition experience	End of November 2009
Writing group to compare 2008 and 2009 self evaluation and report back to ASG	December 2009

Resources allocated:

- Cover for staff to observe practice in the teaching of Writing as per the agreed programme
- Secretarial requirements – photocopies etc
- CAP sessions allocated to allow Writing group to meet
- Cover for Writing Group to meet
- Cover for P7 teachers to complete transition documents in Term 4 2009
- Match fund resources/cover provided by authority (to be confirmed if available)

People responsible for actions:

Writing Group	<p>Draw up transition Document, Writing Programme and Information leaflets for parents</p> <p>Writing group to provide ASG with feedback</p> <p>Writing group to provide opportunities for staff and pupils to give views on transition</p>
<p>Primary Head Teachers, Deputy Head Teacher Portree High School</p>	<p>To ensure liaison/observation visits take place</p> <p>Monitor progress of Writing group</p> <p>Monitor “Trial” of transition document</p>
<p>P7 Class Teachers, Portree High School English/Gaelic departments and Pupils</p>	<p>Staff to visit schools and observe practice in the teaching of writing</p> <p>Pupils and staff to evaluate writing transition in session 2009/2010</p> <p>P7 teachers to complete transition documents</p>

Improvement project 3: Eco Schools status**Quality Indicators for evaluations:**

- 2.1 Learners’ Experiences
- 4.2 The school’s success in working with and engaging the wider community

Outcomes for learners:

- The children are more responsible and contribute to the life of the school and community
- The children have a better understanding to use less energy in the world and of issues relating to litter, recycling, composting
- The children are more knowledgeable about environmental issues and how they can make a difference
- The children will have raised awareness of the importance of a sustainable environment through their work in the further development of the school grounds

Actions and timescales:

Audit current situation and complete environmental review	Oct 2008
Draw up Action Plan and prioritise targets	Nov 2008
Eco committee to meet twice per term	On-going
Establish school rota for monitoring litter around the school	On-going
Environmental issues taught within the curriculum to all classes	On-going
Draw up the Eco Code for our school community	Term 2
Apply for initial award	Term 2/3
Publication of 2 Eco School news letters	Terms 3 and 4
Review project	Term 4

Resources allocated:

- Time for Eco Schools committee to meet

People responsible for actions:	
All School Staff	Ensure environmental issues included in curriculum programmes Promotion of a positive attitude to waste environmental issues
Eco Committee	Following the plan to achieve Bronze status including continuation of school garden project, newsletters and reporting back to school community
All Teaching Staff	Ensure environmental issues taught within a topic study Ensure litter rota is adhered to
Learners	Take responsibility for keeping playground litter free Participate in topics involving environmental issues Participation in evaluation of project
Parents	Support environmental work of the school and volunteer help in various projects
HT	Monitor the curriculum, observe lessons, participate in pupil discussions